

**Texas Education Agency  
Standard Application System (SAS)**

2018–2019 Texas 21 <sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1				
<b>Program authority:</b>	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)			<b>FOR TEA USE ONLY</b> <b>Write NOGA ID</b> <small>Place date stamp here.</small>
<b>Grant Period:</b>	August 1, 2018 – July 31, 2019			
<b>Application deadline:</b>	5:00 p.m. Central Time, May 1, 2018			
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  <div style="text-align: center;">           Document Control Center, Grants Administration Division            Texas Education Agency, 1701 North Congress Ave.            Austin, TX 78701-1494         </div>			<div style="writing-mode: vertical-rl; transform: rotate(180deg);">             RECEIVED              TEXAS EDUCATION AGENCY              2018 APR 26 PM 1:03              REQUEST CONTROL           </div>
<b>Contact information:</b>	Christine McCormick, <a href="mailto:21stcentury@tea.texas.gov">21stcentury@tea.texas.gov</a>			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name		County-District #		Amendment #
Harlandale ISD		015-904		
Vendor ID #	ESC Region #			DUNS #
74-6002100	20			030920011
Mailing address			City	State      ZIP Code
102 Genevieve Street			San Antonio	TX      78214-2997
Primary Contact				
First name	M.I.	Last name	Title	
Nadine	L	Wolfe	Director for Student Support Services & Special Programs	
Telephone #	Email address		FAX #	
210-989-4440	Nadine.Wolfe@harlandale.net		210-921-4454	
Secondary Contact				
First name	M.I.	Last name	Title	
Samantha		Gallegos	Assist. Superint. For C & I	
Telephone #	Email address		FAX #	
210-989-4393	Samantha.Gallegos@harlandale.net		210-921-4454	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Reynaldo		Madrigal	Superintendent
Telephone #	Email address		FAX #
210-989-4300	Rey.Madrigal@harlandale.net		210-921-4334
Signature (blue ink preferred)		Date signed	

*Rey Madrigal 4/23/18*  
 Only the legally responsible party may sign this application.

701-18-111-010

**Schedule #1—General Information**

County-district number or vendor ID: 015-904

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD): n/a

End date (MM/DD): n/a

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 015-904

Amendment # (for amendments only):

**Part 1: Required Attachments**

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

**For TEA Use Only**

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 015-904

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for school wide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 015-904

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> <li>• A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday.</li> <li>• A minimum of five days per week for the fall and spring terms.</li> <li>• A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming.</li> <li>• A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year.</li> <li>• Hours dedicated to program activities for adult family members will not count toward student programming.</li> </ul>
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 015-904

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE® logo in all outreach and communication materials and the grantee will comply with Texas ACE® branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> <li>• Participant and enrollment data will be entered in August or September, depending on the center schedule.</li> <li>• Attendance data will be entered daily or weekly.</li> <li>• Exception reports and data corrections will be completed and reviewed by the project director</li> <li>• Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.</li> </ul>
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 015-904

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	N/A	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

<b>Schedule #3—Certification of Shared Services (cont.)</b>				
County-district number or vendor ID: 015-904			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

<b>For TEA Use Only</b>	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:



**Schedule #4—Request for Amendment**

County-district number or vendor ID: 015-904

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$ N/A	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost ( %):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 015-904

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.	N/A		
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 015-904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Harlandale ISD is a high economically disadvantaged district (89.8% compared to the state 59.0%) with a high percentage of Hispanic students (97.7%) and at risk students (74.5%). Students perform well below the state averages in terms of STAAR results in almost all categories. Students, due to economic status, do not have resources available to participate in exponential activities compared to their peers in many other districts. Awarding of the Texas ACE Grant would afford the district the opportunity to close both the academic and social experience gaps that exist in the community. Families in the community, due to high poverty situations, cannot afford to send their children to programs and activities that require a fee. This grant would provide a free, safe, academic enrichment program for community students and supportive family engagement opportunities for parents. The goals of Harlandale ISD and the 21<sup>st</sup> Century Community Learning Center Grant (ACE) are consistent in desiring to provide opportunities for supplemental academic enrichment to include a well-rounded array of activities to increase student growth and success.

The district, using a systematic approach, completed a comprehensive needs assessment designed as part of the continuous improvement model shared by TEA and regional service centers. The needs assessment included stakeholders who reviewed the needs assessment, its process, effectiveness in producing relevant information and checked to ensure all policies and procedures were followed during the process. Any weakness in the process was addressed and corrected. After completion of the comprehensive needs assessment, stakeholders prioritized needs to be included in the grant program. (Detailed in Statutory Requirement 1)

Budget considerations began with reviewing all funding available for the grant, itemizing items that were required in the grant such as key staff positions, family engagement opportunities and training. The district emphasized placement of funds to allow for the greatest amount of funding to be used on student programming instead of grantee or center level funding (grantee level and center level costs are below the maximum allowed). The district budgeted the largest amount of funds for direct services to students which follows the intent of the grant in increasing student success. The district is committed to supplement funding in all three cost areas with federal, state and local funds based on program need. (see budget summary pgs. 43 & 44 for details)

Harlandale ACE Program Management Team will consist of the Director for Student Support Services and Federal Programs, ACE Project Director, Family Engagement Specialist, Grant Accountant and Independent Grant Evaluator. Upon implementation of programming, the Management Team will monitor each site to ensure that the program is meeting the goals and objectives identified in the plan and offer feedback and assistance as needed. The Project Director will be responsible for ensuring program compliance and that program implementation changes are designed when necessary. Communication between the Project Director, Family Engagement Specialist and Site Coordinators is key to keeping the program on track and moving forward. Weekly meetings will be held to disseminate information, review program data, work through programmatic concerns and share best practices that work well on the different learning center sites. Site Coordinators are responsible for managing the daily operations at each site. (details in TEA Program Requirement 2)

The district will evaluate the program using an external and internal process. Both processes will consist of on-going evaluation measures, feedback and reviews inclusive of all stakeholders. The district uses the continuous improvement model to consistently and periodically assess program effectiveness and make adjustments as warranted. Data will be disaggregated by sub-groups. Final evaluation will be submitted per grant guidelines. (detailed in TEA Requirement 3)

The district has reviewed and responded to all statutory requirements and has answered all TEA requirements within the grant application. (See individual areas within the grant). All statutory questions have been addressed within each section.

Harlandale ISD looks forward to promoting the Texas ACE Branding and partnering to provide an exemplary after-school program.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 015-904			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$618,773	\$0	\$618,773
Schedule #8	Professional and Contracted Services (6200)	6200	\$621,518	\$21,000	\$642,518
Schedule #9	Supplies and Materials (6300)	6300	\$166,709	\$0	\$166,709
Schedule #10	Other Operating Costs (6400)	6400	\$72,000	\$0	\$72,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,479,000	\$21,000	\$1,500,000
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			<b>\$1,479,000</b>	<b>\$21,000</b>	<b>\$1,500,000</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$1,500,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$75,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

<b>For TEA Use Only</b>	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #7—Payroll Costs (6100)</b>				
County-district number or vendor ID: 015-904			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director (required)	1		\$67,629
5	Site coordinator (required)	Contracted by Communities in Schools San Antonio in Contracted Services (7 coordinators)		\$00.00
6	Family engagement specialist (required)	1		\$54,419
7	Secretary/administrative assistant	1		\$32,100
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
11	Counselor			\$
12	Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
<b>Other Employee Positions</b>				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$154,148
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
23	6112	Substitute pay		\$0
24	6119	Professional staff extra-duty pay		\$340,210
25	6121	Support staff extra-duty pay		\$77,963
26	6140	Employee benefits		\$46,462
27	Subtotal substitute, extra-duty, benefits costs			\$464,628
28	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$618,773</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

<b>For TEA Use Only</b>	
Changes on this page have been confirmed with:	On this date:
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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 015-904		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$0</b>
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Communities in Schools, Inc. – Provide staffing and travel for 7 Site Coordinators	\$419,855
2	Boys & Girls Club San Antonio – Provide staff and programming at 7 sites	\$110,200
3	Independent Evaluator – External Program Evaluation	\$21,000
4	Girls, Inc. – Provide STEM based programming & activities	\$14,500
5	Snapology, Inc. – Provide Robotics & STEM programming & activities	\$25,920
6	Various contracted services to provided an array of enrichment activities for students	\$40,755
7	Various contracted services to provide an array of family engagement activities	\$10,288
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$642,518</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$0</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$642,518</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

<b>For TEA Use Only</b>	
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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 015-904		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$166,709
<b>Grand total:</b>		<b>\$166,709</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 015-904		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$72,000
<b>Grand total:</b>		<b>\$72,000</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 015-904			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$0
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$0
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$0
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment or furniture</b>				
19			\$	\$0
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$0
<b>Grand total:</b>				<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #14—Management Plan					
County-district number or vendor ID: 015-904				Amendment # (for amendments only):	
<b>Part 1: Staff Qualifications.</b> List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. <b>Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</b>					
#	Title	Desired Qualifications, Experience, Certifications			
1.	Project Director	<b>Qualifications:</b> The Project Director must at a minimum hold a Bachelor's Degree in Education or Related Field. Master's Degree is preferred. <b>Experience:</b> Minimum of three years' experience in an educational setting and/or social service setting to include experience in fiscal/budget management, data reporting, supervising staff and strong communication skills to collaborate with community partners.			
2.	Site Coordinator(s)	<b>Qualifications:</b> The Site Coordinator must at a minimum hold a Bachelor's Degree in Education or Related Field. <b>Experience:</b> Minimum of three years' experience in an educational setting and/or social service setting to include experience in program management, data reporting and supervising staff.			
3.	Family Engagement Specialist	<b>Qualifications:</b> A minimum of a Bachelor's Degree in Education or Related Field. <b>Experience:</b> Minimum of three years of experience working with at-risk students and families to include coordination of activities for literacy and related educational development, family engagement activities, multi-cultural events and engaging community partnerships.			
<b>Part 2: Milestones and Timeline.</b> Summarize the major objectives of the planned project, along with defined milestones and projected timelines. <b>Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</b>					
#	Objective	Milestone	Begin Activity	End Activity	
1.	Increase Student Academic Performance	1. Recruit students that are struggling academically	08/27/2018	07/19/2019	
		2. Communicate with school staff on students' needs	08/27/2018	07/19/2019	
		3. Provide 45 minutes of homework/tutorial help daily	08/27/2018	07/19/2019	
		4. Provide small group & targeted interventions	08/27/2018	07/19/2019	
		5. Provide STEAM based activities in core subjects	08/27/2018	07/19/2019	
2.	Increase Attendance Rates	1. Recruit students with a history of absenteeism	08/27/2018	07/19/2019	
		2. Engage in regular communication with parents	08/27/2018	07/19/2019	
		3. Provide bus transportation	08/27/2018	07/19/2019	
		4. Remove barriers that cause absenteeism	08/27/2018	07/19/2019	
		5. Parent information sessions by police department	10/01/2018	04/30/2019	
3.	Promote Positive Behavior	1. Provide training on restorative discipline practices	08/27/2018	07/19/2019	
		2. Provide character building activities	08/27/2018	07/19/2019	
		3. Provide social/emotional support to students	08/27/2018	07/19/2019	
		4. Provide student "voice & choice" activities	08/27/2018	07/19/2019	
		5. Provide parenting classes for families	09/17/2018	04/18/2019	
4.	Increase Grade Promotion Rates	1. Provide academic support services daily	08/27/2018	07/19/2019	
		2. Recruit students at risk of non-promotion	08/27/2018	07/19/2019	
		3. Re-engage students through enrichment activities	08/27/2018	07/19/2019	
		4. Provide student progress reports to parents	10/01/2018	07/19/2019	
		5. Provide on grade level targeted interventions	08/27/2018	07/19/2019	
5.	Increase College & Career Competencies	1. Provide time for career exploration	08/27/2018	07/19/2019	
		2. Promote a college-going culture through activities	08/27/2018	07/19/2019	
		3. Provide guest speakers from different colleges	10/01/2018	05/10/2019	
		4. Provide ESL and literacy classes for parents	09/17/2018	04/25/2019	
		5. Provide career day opportunities 4 times a year	10/01/2018	07/19/2019	
<b>Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.</b>					

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 015-904

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Harlandale ISD implemented a systematic process to evaluate the needs of the students and community to determine resources the district would need to close the gaps in these identified areas. Through the Comprehensive Needs Assessment Process specific needs were identified and then prioritized in relation to the objectives and goals of the Texas 21<sup>st</sup> Century Community Learning Center Grant.

**The Comprehensive Needs Assessment Process comprised of the following:**

- Meeting with District Administrators to review the grant expectations, goals and objectives.
- Meeting with Curriculum Committee and Board Members to seek support to apply and to sustain the grant beyond end of grant funding. (Letter of School Board support is attached in the appendix)
- Meeting with Principals of the identified targeted campuses to be included in the grant to discuss specific campus needs assessments.
- Analyzing data sets from local resources, Public Education Information Management System (PEIMS), Texas Academic Performance Reports (TAPR), US Census Bureau Information Reports, campus data to include attendance rates, STAAR scores, behavioral reports, retention rates, mobility rates, student demographics for economically disadvantaged, at-risk, ELL, homeless, migrant and special education.
- Student Surveys to include "Voice and Choice" in programming.
- Community Survey was distributed to gather data/input from families to identify the support services needed and information on desired services families would like to request. (Surveys were distributed in both English and Spanish).
- Collected data on current afterschool programs offered in the community and the costs associated with them.

**Results concluded:**

- Harlandale ISD is a high economically disadvantaged district (89.8% compared to the state 59.0%) with a high percentage of Hispanic students (97.7%) and at risk students (74.5%).
- Students perform well below the state averages in terms of STAAR results in almost all categories.
- Students, due to economic status, do not have resources available to participate in exponential activities compared to their peers in many other districts.
- Community lacks out of school time activities and programs that are free of charge to families who struggle to make ends meet. (Approximately 19% of the population lacks a high school diploma as compared to 9.2% at the state level).
- District lacks the resources and funds to meet the needs of out of school time programs.
- Data indicates a strong need for afterschool programming due to academic, health, and safety needs of the community.

**Proposed Activities to meet community needs upon grant award:**

- Academic and enrichment activities to include small group homework assistance, TEKS aligned blended learning, STEM, fine arts and recreational activities to increase academic learning and student success.
- ESL, GED, parent academies and activities for the families in the community, as well as array of family engagement events to increase parent participation and knowledge.
- Increase participation with current community partners and foster new community partners to provide enrichment activities and social/emotional support opportunities for families who cannot afford them.
- Provide a safe learning environment for students whom otherwise would go home to empty households while parents are still working. (Parent surveys indicated this as a strong need especially at no cost to families which will help with family budgets that are currently stretched thin.)
- Targeted programs to reduce behavioral issues and attendance issues which in turn will increase grade promotion and on time graduation rates.
- Career and College Exploration activities beginning at the Kinder level to promote future success in spite of living in economic hardship.
- Student "Voice & Choice" activities to increase attendance and sustain program participation in future years.

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By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015-904

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

Harlandale ISD has solicited a diverse group of partners in designing a well-rounded program where all partners are committed to working collaboratively to meet the program goals. Listed below is information on the main partnerships that will occur during the life of the grant and will work toward sustainability once grant funds end.

**Communities In Schools (CIS) San Antonio:** CIS will be contracted to provide staff to include seven site coordinators that will be responsible for managing and administering the program at the community learning center level. CIS staff will work collaboratively with district staff to implement a seamless program between all partners involved. These seven site coordinators are required by the grant and CIS has a strong reputation of providing highly qualified staff to work with students and parents. CIS will also partner with the district to supply materials, staff development and innovative learning experiences for students. CIS will be an active partner in empowering students to attend school each day and to achieve a high level of success.

**Boys and Girls Club (BGC) San Antonio:** Boys and Girls Club will provide cost effective enrichment programs for students to include small group academic help, teamwork activities, recreational activities as well as program curriculum such as "Smart Girls" and "Passport to Manhood". BGC supports the current afterschool programs in place but on a very limited budget. The grant will provide for extended programming and resources to supplement the partnership. BGC will play an important role in sustainability at the end of the grant period by providing low fee services to the district.

**Girls Incorporated:** Partner will develop and implement STEAM-related activities at the participating campuses. Real world environmental concerns will be addressed to include project based learning. Students will be faced with challenging situations and learn how to develop crucial thinking skills to solve current world problems. Girls, Inc. is committed to grant sustainability by offering low cost programming supplemented by grants that they are associated with.

**San Antonio Sports Foundation:** Will provide afterschool sports programs such as "I Play". SA Sports will provide sports equipment to the program at no cost and the district will provide the staff to run the program. Developing teamwork and self-esteem skills will be part of the program. Basic sport techniques will be taught and healthy eating and lifestyles will be implemented into the program. Due to low cost involved, the district will be able to sustain this at the end of the grant period.

**Alamo Community College District:** Will provide assistance in completing FAFSA and scholarship applications, college enrollment applications and provide an in-district computer lab for community members to use. They will provide services to both students and family members. They are committed to helping our parents who would like to attend college or attend a certificate program such as CNA or technology certification. District will partner by providing space for the computer lab and space for the College Advisor.

**Additional partnerships that are committed to implementing and sustaining the grant include:**

- City of San Antonio – afterschool programs "Excel Beyond the Bell" collaboration
- SNAPOLOGY – innovative summer STEM programming
- Baptist Childrens Family Services Association – parenting classes 2 days per week
- TX A & M Agrilife Program – provides nutrition classes to students and parents
- UTSA – student mentoring and tutoring program
- Region 20 ESC – provides speakers on hot topics such as bullying, drug awareness and human trafficking
- University Health Systems – provides free healthcare to district students in need

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015-904

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Harlandale ISD's learning community centers will focus around four major components to include academics, enrichment activities, career exploration and family engagement opportunities. The program intent is to service families most in need of help within these components. Program goal is to help students meet state and local academic standards while offering innovative enrichment opportunities that would not be possible without this grant funding. Statutory Requirement 3 requirements will be met within the components listed above.

**Performance Impact:** The district has a high percentage of at-risk students (74.5%) who struggle to meet state and local standards in core area subjects. Activities included in the grant to increase student success include one-to-one or small group tutoring to provide highly individualized instruction based on individual student needs. Homework assistance for students that lack supervision afterschool, lack motivation or basic skills needed to complete assignments. Differentiated instruction using a variety of materials, supplies and programs will be utilized to accommodate for different learning styles. Use of highly engaging academic lessons that differ from the regular school day curriculum will support and enhance during the day learning. By providing students with effective supplemental instruction, the district is confident that students will come to school better equipped to meet the rigor of regular classroom expectations evidenced by improved grades and test scores.

**Attendance Impact:** Offering high quality and engaging afterschool programming will impact regular school day attendance. Students who feel confident in their academic skills are more likely to come to school prepared and ready to learn. By implementing academic support services as listed above, students will start to possess this confidence and will desire to be present. Providing fun and creative afterschool activities will encourage them to attend school as well. Partnering with the local Police Department, Social Workers and Attendance Administrators to talk with parents about the importance of having their child attend school every day and promoting daily attendance celebrations will result in increased attendance.

**Discipline Impact:** It has been well documented in various research articles such as "Choosing More Time for Students", by American Progress.Org that "Re-engaged students are more likely to stay in school, attend school regularly and have fewer disciplinary issues when participating in extended time learning". The district, under this grant, will provide a safe, supervised, rich environment to include activities that involve communication, problem-solving, critical thinking, team building, mentoring and life skills necessary for life-long success in a global society. Re-engaging our most at-risk students with enrichment activities that interest them, will deter behavioral issues.

**Advancement Impact:** By providing an array of academic, STEAM and enrichment activities such as art, music, dance, recreation, robotics, science exploration and cultural activities, the program will stimulate, motivate and increase skills students must have to advance to the next grade level and prepare for future graduation and career pathways. Elementary retention rates in the district, especially in first grade are well above the state's average, (7.1% district level compared to 3.8% at the state level). Affording extended learning time and supplemental experiences to these young elementary students will give them the opportunity to close the gap between themselves and their peers across the state.

**Career Competencies:** Harlandale ISD is asking for funding for seven elementary schools. The district knows the impact of early college and career exploration in increasing graduation rates. This grant will provide opportunities for career exploration to include guest speakers and hands-on exploration opportunities starting at the Kinder level.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015-904

Amendment # (for amendments only):

**Statutory Requirement 4:** Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Harlandale ISD, being a high economically disadvantaged district, the district already adheres to the practice of using evidence based research and programs to implement school wide strategies. This best practice, evidence-based learning philosophy will also be followed during the out of school time programming.

The district will utilize readily available resources such as the ACE Blueprint, 21<sup>st</sup> CCLC website, TEA website and USDOE website that support after-school activities that are research and evidenced based. Purchases with grant funds will provide evidenced based programming to students that have proven to compliment academic performance and achievement.

**Academic Achievement:** The district reviewed and studied many of the in-depth research practices and determined that a combination of the practices would best provide an educational and enrichment program that relates to the district's needs. "Essential Elements of Quality Afterschool Programs" offered by the National Dropout Prevention Center/Network provided information on infrastructure elements, partnership elements and program elements to increase success in designing our program. SEDI's research contribution to "Common Practices in High Functioning Afterschool Programs" produced for the U.S. Department of Education helped the district to determine what practices best fit the needs of our students and how to implement those practices. "Afterschool Programs That Follow Evidence-Based Practices to Promote Social and Emotional Development are Effective", by Joseph A. Durlak and Roger P. Weissberg, guided the district to understand four evidence based components that should be included in our programming. Four practices that will be evident in the district's program include staff training, active forms of learning, focused time allowed for attention to skill development and explicitly defining learning objectives and outcomes.

Using a combination of these evidence based research presentations to create a well-rounded afterschool and summer program will help disadvantaged and at-risk students succeed in school academically, promote regular attendance and improve behaviors that are crucial to student success.

**Positive Youth Development:** To help participants develop positive character traits, the program will implement evidence based curriculum such as 40 Developmental Assets, Smart Girls, Passport to Manhood, Raising Highly Capable Kids, BCFS Parenting Classes and activities promoting positive mindfulness and behavior traits. Social Workers will provide social/emotional support and activities based on student and campus need.

**Post-Secondary/Workforce:** The district will partner with Alamo Community College District, Texas A & M San Antonio, UTSA and ESC 20 Region Service Center to provide evidence based practices for students in relationship to career exploration and to parents in the area of FASFA help, college entry or re-entry, ESL, GED and parenting classes.

In addition to the above, all vendors and staff development presenters contracted through this grant will be required to submit evidence-based approved materials to support the activities they are providing.

Evidence/Research based activities that have proven to be effective with district students in the past will be supplemented and extended during after-school time and summer programming.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015-904

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Primary goals Harlandale ISD has set for the ACE Program that will enhance student success consist of:

- Provide academic assistance to students giving priority to those with the highest academic needs, including students who have failed the STAAR test or who may be at-risk of being retained.
- Provide quality enrichment programming opportunities that disadvantaged students many times cannot afford to participate in.
- Provide relevant family engagement opportunities to encourage parents to be partners in their child's academic and social learning.
- Provide parents/caregivers the opportunity to further their educational skills which in turn will have a positive effect on student success.

Student programming will consist of daily rotations to support both academic and enrichment activities.

**Academic Programming:** Rotations, no less than 45 minutes per day and based on individual student need include:

- One-to-One or small group tutoring sessions to help students improve study habits and core academic subject matter. Students will improve achievement by building on learning presented during the school day and supplemented during after-school programming time.
- Homework assistance for students who lack supervision or motivation to complete assignments. Students will complete assignments and come to school the following day prepared to move forward and build on prior day learning.
- Differentiated instruction opportunities will allow students to learn based on their preferred learning style including group work, self-paced work, computerized program support and hands on intervention activities. Using differentiated instruction during academic programming also allows for students to understand differences in how students learn and embrace diversity in ideas and points of view.
- Academic extension activities will allow students the opportunity to explore an item presented during the school day at a more in-depth level for extension of learning.
- Literacy circles to improve reading comprehension and promote a love for reading.

**Enrichment Programming:** Rotation choices, no less than 45 minutes per day, usually allowing for two rotation choices per day pending the activity include:

- Robotics and STEM based activities
- Fine Arts offerings such as music, art, theatre, dance and choir
- Health & Wellness activities to include culinary classes
- Sports activities
- Recreational activities to include skating, biking, gaming, yoga, fitness activities and project based activities.

Providing students "voice and choice" on enrichment activities will increase attendance in the program, increase skill levels and increase teamwork philosophy for positive behavior outcomes. A combination of academic and enrichment activities will provide students with an array of well-round support.

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By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015-904

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

In anticipation of receiving this grant, Harlandale ISD has already set the stage of informing the community of the opportunities this grant would afford the participating schools by sending out general ACE program information and surveying the community for our comprehensive needs assessment. The information and surveys were distributed in both English and Spanish.

In addition, key district stakeholders have held several planning meetings to determine how to disseminate information quickly to families once the grant is awarded.

Community Partnerships that are listed in the grant have been notified of the program start date to be appropriately prepared for a smooth grant start up.

Texas 21<sup>st</sup> Century Community Learning Center Cycle 10 Grant was listed on the agenda for the March and April Open School Board Meetings to discuss the grant's opportunities and to acknowledge district and Board support to sustain the grant to the extent possible once funding ends. (Letter of Board support with signatures is attached)

Preliminary meetings have been held with the district human resources department, business department, curriculum department and federal programs department to be prepared to disseminate information needed in the different areas once the grant is awarded.

**Upon grant award:**

Information regarding the grant award will be sent to community families through a variety of ways. A letter to the community will be sent via mail and posted on the district website to include the purpose and proposed programming of the grant, the locations, dates and times of grant programming at each of the seven elementary schools, registration information for the families who want to participate and calendar date of an upcoming parent meeting to distribute additional program information. Information will be sent in both English and Spanish due to the fact that many of our parents are non-English speakers.

Registration packets will also be distributed in both languages.

The district will utilize its parent phone messaging system to provide information to parents.

The district will place posters with ACE Program information in key community places, district offices and at the seven program sites with contact information for both the district level program director and the campus level site coordinator.

Recruitment sessions will be held at each of the seven program sites, as well as at the district's Parent Education Center.

Once programming begins, a monthly newsletter and programming calendar will be sent to families at the seven learning center sites and placed on the district website in both English and Spanish.

All ACE program information will be sent with the ACE branding logo for easy program identification.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015-904

Amendment # (for amendments only):

**Statutory Requirement 7:** Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The seven elementary schools designated in the grant to be ACE program sites are all neighborhood schools and most students live within walking distance of the campuses. There are no feeder campuses associated with any of these seven sites therefore feeder school transportation is not needed.

The district will provide morning transportation to any student who meets the current distance transportation guidelines. End of day programming transportation will be provided to all students per parent request. Even though many of our after-school program participants live within the designated area for non-transportation, the time programming ends comes into consideration. Program end time is currently being proposed as 6:15 pm. For safety reasons, students who are not picked up by parents, will be transported home by district buses.

During the first day of programming, students will receive guidelines on riding the bus, behavior expectations and have the chance to ask questions since many of these students have not had the opportunity to experience a bus ride home from school.

The district transportation department will ensure that busses are available for each program site at the end of program time. Parents may pick up and sign-out their student by presenting a valid source of identification. No child will be released to anyone who is not authorized to pick-up the student. Students requiring bus transportation will be escorted to the designated bus zone and the site coordinator will be responsible for signing out students as they enter the bus. Students are not allowed to sign themselves out of the program.

Parents must be home or at the designated drop off site before a student will be released from the bus. In the event of an emergency, the district ensures a process is in place to include an emergency readiness plan, emergency contact information and follow up documentation plan.

The project director will send a weekly update to the transportation department of enrolled students, by campus. This allows the transportation department to update and change drop-off addresses or make route adjustments as needed.

The transportation department will keep a record of trip time, mileage and student counts for documentation purposes. They will also contact the site coordinator or project director with any questions or concerns regarding students.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015-904

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores). **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Recognizing the important role that volunteers play in education by promoting school/community partnerships, enrichment to curriculum and programs and helping to supplement district staff in providing educational programs, the Superintendent and the School Board encourages the utilization of volunteers.

The ACE program will use volunteers to work within the designated academic and enrichment rotations offered each day.

Volunteers are required to fill out the designated volunteer form provided by the human resources department and must be cleared by human resources before any services may begin. The volunteer may not perform any volunteer duties until the volunteer has provided the district a driver's license or another form of identification containing the person's photograph issued by an entity of the United States government and the district has obtained from the Texas Department of Public Safety all criminal history record information of the prospective school volunteer. Registered sex offenders are not eligible to serve as volunteers on a campus or work directly with students. Once cleared, site coordinators will work with the volunteers for placement.

Volunteers will work directly under the supervision of the ACE site coordinator. Upon arriving to volunteer, the volunteer will follow the established guidelines set forth by the site coordinator.

Since volunteers' qualifications vary, the site coordinator will determine which rotation activity matches the area they can serve best. The district will provide effective training as needed.

Prospective volunteers will include retired teachers, retired community citizens, parents, community minded business mentors and college students.

The district will foster these volunteer relationships to help build sustainability for the future.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015-904

Amendment # (for amendments only):

**Statutory Requirement 9:** Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The district's Board Members confirmed their support during the April board meeting, signing a written letter of support to assist the district's efforts in maintaining the after-school programming once grant funding ends. (Letter attached)

The district has devised a preliminary plan of program sustainability and once the grant is awarded will expand the plan in detail to sustain the grant. The district realizes the importance of sustaining this grant knowing students and their families will benefit greatly from the funds provided for start-up of the program. The district is fully aware that the community is in need of a free, safe afterschool program for district students. During the course of the grant period the community will become accustomed to having this support and therefore it will be a community expectation to continue a free, quality after-school program once the grant ends.

To accomplish sustainability the district's sustainability plan will include prioritizing short/long term needs, strategies to coordinate community resources and agencies to partner with the district building capacity among staff and volunteers who implement the program, locating in-kind resources to reduce the cost of operation and securing fiscal and non-fiscal resources that will be available at the end of the grant period.

The initial grant funds will be used to purchase supplies and materials that have a long shelf life and can continue to be used once the grant funding is expended or be easily replaced by district or campus funds. Initial staff paid for out of grant funding will be a combination of district staff and contracted services with Communities in Schools which will allow for a smooth transition in future staffing by ensuring staff development, program training and initial set up costs have been accomplished before grant funds end. Building relationships with various community based organizations and businesses to provide services during the grant funding years will increase the chance of partnering at no-cost or a reduced cost in future years.

The Harlandale ACE program is designed with long-term sustainability as a major goal. The district is committed to coordinating existing funding streams and efforts with the ACE program to include Title I, State Compensatory, Child Nutrition, CTE programming, GT/STEM programming, Special Education and Adult and Community Education. By coordinating existing funding streams and programs coupled with a wide range of community and business partners, the program will maximize the effective use of the grant funds while building capacity for sustainability through these collaborative efforts.

A key factor for future sustainability will include feedback, continual improvement and consistent communication with all stakeholders involved. A Community Advisory Board will be essential to this process as well as open communication with community based organizations, partnering agencies, school board members and key district administrators. Developing strong communication from the start of the grant to the end of the grant, inclusive of all stakeholders, will increase success of the program and provide an array of avenues for sustainability in the future.

Periodic reviews of the ACE program expenditures in relation to availability of non-grant funds will allow the district to plan for future expenditures to be incorporated within the district budget process to the extent possible.

Preliminary Sustainability Plan is attached.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015-904

Amendment # (for amendments only):

**Statutory Requirement 10:** Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Multiple existing programs will be coordinated with the Harlandale ISD ACE Program to supplement and improve the programming.

- **Title I and State Compensatory** funding are currently used to pay tutors after-school to increase academic success, but funds and programming are limited to academic tutoring. The grant funds will supplement after-school tutoring in providing additional tutors, but more importantly will supplement the current after-school programming to include enrichment activities that complement the efforts of the current academic program. Adding academic enrichment opportunities, paired with the current tutoring program will increase interest and student success. The additional grant funding will also provide for a supplemental summer program to decrease summer learning loss and provide enrichment opportunities that economically disadvantaged students do not have access to in the summer. Title I funding will play a huge role in future sustainability, therefore supplementing the current program with grant funding will set the stage for an expected level of service.
- **Technology Department** will provide the needed internet connections and computer lab space for after-school programming. Grant funds will allow the district to purchase high-rigor and investigative programming to enhance the lab and classroom settings for use in after-school programming. Technology staff will be available to train the after-school staff on technology based programming free of charge, help establish after-school technology use plans and be an excellent resource for the most cost-effective programming.
- **Child Nutrition Department** will coordinate with the ACE program to provide nutritious snacks to students' daily using funds from the USDA.
- **Curriculum and Instruction Department** will provide instructional coaches and materials for supplemental programming to include GT/STEM activities such as robotics, fine arts activities coordinating musical instruments and art supplies provided by the department, recreational materials and sports opportunities. The grant will be available to supplement the cost of these activities for materials currently not available in the district.
- **Adult and Community Education Department** will provide free adult education, ESL, GED, college transition, parenting and computer literacy classes to families participating in the ACE program. The grant funding will supplement these programs by funding expert presenters on topics of interest to families to include bullying, human trafficking, drug use and relevant topics to help parents guide their students in a positive environment.
- **Special Education Department** will provide student assessment information, training to one-on-one aides and necessary accommodations for ACE program students. The grant will provide extra duty pay for the ACE after-school staff to ensure the program includes all campus eligible students.
- **Additional Public Resources** that will coordinate with the ACE program include district office space, classrooms, utilities and equipment. District departments to include Bilingual/Title III, Transportation, Student Support Services, Social Workers, Police, Human Resources and State & Federal Programs. Expenditures and activities will be supplemental, coordinating efforts to avoid duplication or supplanting of federal funds.

Using the ACE grant funds to supplement existing resources such as those listed above, will provide a cost-effective program that will increase program sustainability.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 015-904

Amendment # (for amendments only):

**TEA Program Requirement 1:** Enter center-level information requested for each of the proposed centers.

<b>Center 1</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Bellaire Elementary School 142 E. Amber Place San Antonio, TX 78221-2499		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	015-904-102				
	Cost per student	\$1,000				
	<b>"Regular" student target (to be served 45 days or more annually):</b>		135		<b>Parent/legal guardian target (in proportion with student target):</b> 45	
			<b>Feeder school #1</b>		<b>Feeder school #2</b>	
			<b>Feeder school #3</b>			
	Campus name		n/a			
9-digit campus ID number						
Estimated transportation time						
<b>Center 2</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Gilbert Elementary School 931 E. Southcross Blvd. San Antonio, TX 78214-1896		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	015-904-116				
	Cost per student	\$1,000				
	<b>"Regular" student target (to be served 45 days or more annually):</b>		125		<b>Parent/legal guardian target (in proportion with student target):</b> 39	
			<b>Feeder school #1</b>		<b>Feeder school #2</b>	
			<b>Feeder school #3</b>			
	Campus name		n/a			
9-digit campus ID number						
Estimated transportation time						
<b>Center 3</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Morrill Elementary School 5200 S. Flores Street San Antonio, TX 78214-1499		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	015-904-109				
	Cost per student	\$1,000				
	<b>"Regular" student target (to be served 45 days or more annually):</b>		110		<b>Parent/legal guardian target (in proportion with student target):</b> 38	
			<b>Feeder school #1</b>		<b>Feeder school #2</b>	
			<b>Feeder school #3</b>			
	Campus name		n/a			
9-digit campus ID number						
Estimated transportation time						

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 015-904

Amendment # (for amendments only):

<b>Center 4</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Rayburn Elementary School 635 Rayburn Drive San Antonio, TX 78221-1346		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	015-904-110				
	<b>Cost per student</b>	\$1,000				
	<b>"Regular" student target (to be served 45 days or more annually):</b>	110	<b>Parent/legal guardian target (in proportion with student target):</b>		38	
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	<b>Campus name</b>	n/a				
	<b>9-digit campus ID number</b>					
<b>Estimated transportation time</b>						
<b>Center 5</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Schulze Elementary School 9131 Yett Blvd. San Antonio, TX 78221-4199		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	015-904-108				
	<b>Cost per student</b>	\$1,000				
	<b>"Regular" student target (to be served 45 days or more annually):</b>	175	<b>Parent/legal guardian target (in proportion with student target):</b>		60	
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	<b>Campus name</b>	n/a				
	<b>9-digit campus ID number</b>					
<b>Estimated transportation time</b>						
<b>Center 6</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Vestal Elementary School 1111 W. Vestal Place San Antonio, TX 78221-2599		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	015-904-113				
	<b>Cost per student</b>	\$1,000				
	<b>"Regular" student target (to be served 45 days or more annually):</b>	90	<b>Parent/legal guardian target (in proportion with student target):</b>		27	
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	<b>Campus name</b>	n/a				
	<b>9-digit campus ID number</b>					
<b>Estimated transportation time</b>						

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 015-904

Amendment # (for amendments only):

<b>Center 7</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Wright Elementary School 115 E. Huff Ave. San Antonio, TX 78214-2230		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	015-904-114				
	<b>Cost per student</b>	\$1,000				
	<b>"Regular" student target (to be served 45 days or more annually):</b>	115	<b>Parent/legal guardian target (in proportion with student target):</b>		39	
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	<b>Campus name</b>	n/a				
	<b>9-digit campus ID number</b>					
	<b>Estimated transportation time</b>					
	<b>Center 8</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>
		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
<b>9-digit campus ID number:</b>						
<b>Cost per student</b>		\$				
<b>"Regular" student target (to be served 45 days or more annually):</b>			<b>Parent/legal guardian target (in proportion with student target):</b>			
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
<b>Campus name</b>						
<b>9-digit campus ID number</b>						
<b>Estimated transportation time</b>						
<b>Center 9</b>		<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>					
	<b>Cost per student</b>	\$				
	<b>"Regular" student target (to be served 45 days or more annually):</b>		<b>Parent/legal guardian target (in proportion with student target):</b>			
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
	<b>Campus name</b>					
	<b>9-digit campus ID number</b>					
	<b>Estimated transportation time</b>					

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 015-904

Amendment # (for amendments only):

<b>Center 10</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>					
	<b>Cost per student</b>	<b>\$</b>				
	<b>"Regular" student target (to be served 45 days or more annually):</b>		<b>Parent/legal guardian target (in proportion with student target):</b>			
			<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>	
	<b>Campus name:</b>					
	<b>9-digit campus ID number</b>					
	<b>Estimated transportation time</b>					

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 015-904

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

**Hariandale ACE Program Management Team** will consist of the Director for Student Support Services and Federal Programs, ACE Project Director, Family Engagement Specialist, Grant Accountant and Independent Grant Evaluator.

**The Grant Management Team** will coordinate with Site Coordinators and Campus Administrators to create a detailed program model for each campus based on individual campus/student/family need and guide the implementation. Program management plan will include an outline of the program's goals and objectives, a list of strategies to help meet those objectives, descriptions of the roles of each program staff position, procedures to request supplies and materials, procedures to recruit participants, a timeline for designated stages of program implementation/evaluation and a process for modifications and improvements to the program plan. Upon implementation of programming, the Management Team will monitor each site to ensure that the program is meeting the goals and objectives identified in the plan and offer feedback and assistance as needed. The Project Director will be responsible for ensuring that program implementation changes are designed when necessary to ensure the individual program sites meet their goals and objectives. Regular communication between the Project Director, Family Engagement Specialist and Site Coordinators is key to keeping the program on track and moving forward. Weekly meetings will be held to disseminate information, work through programmatic concerns and share best practices that work well on the different learning center sites.

The Grant Management Team will also be responsible for developing partnerships with community based organizations and business partners and detailing the services that will be provided for each learning center site.

**Center Operations** will be set per grant guidelines. All centers will hold no less than 35 weeks of programming to include a six week summer program. During the school year programming will be held 5 days per week, 3 hours per day. Summer programming will consist of 4 days per week, 5 or more hours per day. Family engagement activities will be developed at various times that are convenient for families, using survey results as a guide.

Site Coordinators will be responsible for implementing the program at each site. Site Coordinators will ensure that staff ratio numbers and safety training is in place. They will run all required aspects of programming at the site they are assigned to. Each program will consist of academic and enrichment programming to include no less than 45 minutes of daily academic support to include tutoring, small group instruction and academic support services. Students will also have the opportunity to participate each day in an enrichment activity based on student "voice and choice" such as fine arts, sports, recreation, STEAM activities, wellness activities and social/emotional support activities.

**Budget Plan** was comprised of examining each of the community learning center sites to determine the level of need at each site. Required staffing for the Project Director, Family Engagement Specialist and seven Site Coordinators were appropriated along with funding for the Grant Evaluator. Budget amounts were developed for each site based on programming to include staffing, transportation, supplies and materials, contracted services and travel for staff development. (see budget schedule #9 for detailed descriptions)

**Program Targets** were developed for each program site. Goals, objectives and strategies to meet those goals were developed and budget needs were addressed to meet the goals. Coordinating efforts of the Grant Management Team and scaffolding a high-level after school program entails coordination of staff, fiscal considerations and partnerships. This grant includes all aspects to meet the ultimate goal of increasing student academic performance, increasing grade promotion rates, attendance rates and offering a well-rounded educational program filled with enrichment activities.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 015-904

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The district will evaluate the program using an external and internal process. Both processes will consist of on-going evaluation measures, feedback and reviews inclusive of all stakeholders. The district uses the continuous improvement model to consistently and periodically assess program effectiveness.

**External Evaluation:** the district will obtain external program evaluation services through a contracted service agreement with an external evaluator. The external evaluator will be required to complete the district's contracted services form that includes assurances related to the grant. The scope of the evaluation will be centered on the program components as specified in the grant. The evaluator will assist in evaluating program implementation at each of the individual learning center sites. The evaluator will be required to adhere to any guidelines provided by TEA in respect to the Texas ACE, Cycle 10 Evaluation process.

External evaluation activities include, but are not limited to:

- Consulting with the district and program staff to review program requirements and evaluation components to be examined.
- Assisting the Project Director, Family Engagement Specialist and Site Coordinators to examine individual site programming activities and guide interim discussions that will result in overall continuous program improvement.
- Communicate with program staff on a routine basis for data collection, planning and collaboration.
- Assist centers in administering student, parent, teacher and community surveys and gathering data from those surveys to improve programming.
- Develop the final required evaluation report and review evaluation questions and findings that link program objectives to student outcomes with stakeholders.

**Internal Evaluation:** the district will use a variety of program evaluation methods for continuous, on-going evaluation and adjustment of programming as needed.

**Student Level Data Collection:** The Project Director in collaboration with a District Data Clerk will provide student level data for evaluation proposes to include STAAR scores, grades, promotion rates, attendance and disciplinary reports. Sub-population information to include at-risk, economically disadvantaged, special education and ELL students will be gathered as well. Data will be disaggregated at the center level to provide comparisons among programs and to determine which are most effective based on student data groups.

**Program Level Data Collection:** Site Coordinators will be responsible for collecting data at each center to include program attendance, assessment results, program participation by activity, student, teacher and parent surveys, as well as informal feedback from program staff and participants. Each center will report data collected on a weekly basis to the Project Director for review and continuous feedback.

Periodic meetings will be set with all stakeholders to provide updates on program effectiveness in meeting the program goals and objectives based on the data collections and information gathered. Continuous feedback from these meetings will be provided to program staff to refine, improve and strengthen the program.

Findings from both external and internal evaluations will be used to increase program success.

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 015-904		Amendment number (for amendments only):		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 015-904

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 015-904

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 015-904

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 015-904

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 015-904

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 015-904

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation			
County-District Number or Vendor ID: 015-904		Amendment number (for amendments only):	
<p><b>Important Note:</b> All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program</u>.</p> <p><b>Failure to complete this schedule will result in an applicant being disqualified.</b></p>			
<b>Questions</b>			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> <li>If your answer to this question is yes you must answer question #2 below.</li> <li>If your answer to this questions is no, you do not address question #2 or the assurances below.</li> </ul>			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> <li>If your answer to this question is yes, you must read and check the box next to each of the assurances below.</li> <li>If your answer to this question is no, you do not address the assurances below.</li> </ul>			
<b>Assurances</b>			
<input type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.		
<input type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.		
<input type="checkbox"/>	The applicant assures that the total grant award requested on <b>Schedule #6--Program Budget Summary</b> includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.		

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Via telephone/fax/email (circle as appropriate)	By TEA staff person: